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FACULTY SENATE EXECUTIVE COMMITTEE

16 April 2007, 3:00 p.m.
Champ Hall Conference Room

Agenda

- 3:00 Call to Order** John Kras
Approval of Minutes of March 19, 2007
- 3:05 Announcements** John Kras
President's Report
- 3:10 University Business**..... President Stan L. Albrecht
- 3:20 Information Items**
ADVANCE Report..... Christine Hult
Committee on Committees Report Will Popendorf
EPC Business Steven Hanks
Calendar Committee Report John Kras
- 3:40 Key Issues and Action Items**
PRPC Business Britt Fagerheim
Faculty Senate Past President (2nd)
Faculty Forum Membership (2nd)
EPC Membership (2nd)
EPC Curriculum Sub-committee Membership (2nd)
Representation of Extension and RCDE on Faculty Senate (1st)
Academic Freedom and Professional Responsibility (403.1 and 403.3.1) John Kras
- 4:10 New Business**
Faculty Senate Supernumerary Britt Fagerheim
Senate "Vice President" Britt Fagerheim
Faculty Code Revisions Process Sydney Peterson
- 4:30 Adjournment**

**USU FACULTY SENATE EXECUTIVE COMMITTEE
MINUTES**

**March 19, 2007, 3:00 p.m.
Champ Hall Conference Room**

Present: President Stan Albrecht, Provost Raymond Coward, John Kras, Doug Ramsey, Brian Atwater, Steve Burr, Daren Cornforth, Ed Heath, Pat Lambert, Gary Merkley, Brent Miller, Will Popendorf, Adrie Roberts, and Andi McCabe

Absent: Janet Alm

Invited Guest: Jeanette Norton

John Kras called the meeting to order at 3:03 p.m.

Approval of Minutes of February 20, 2007

Doug Ramsey motioned to approve the February 20, 2007 minutes. Gary Merkley seconded the motion; motion carried unanimously.

Announcements

There were no announcements.

University Business

1. President Albrecht announced that the final Tier II hearing with the students is tomorrow at 2:00 in the Sunburst Lounge. We will request a 3% Tier II increase, which will generate approximately \$1.3 million if we have a flat enrollment. If we have a 1% enrollment increase, it will generate about \$1.7 million; if we have a 2% increase, it will generate \$2.2 million. We really need the \$2.2 million to cover the initiatives we are representing to the students, but if not, we have the carry forward funds from Tier II from a couple of years ago that will guarantee that the student initiatives are covered. This is all on top of the 4% Tier I increase that came from the last Board of Regents meeting.
2. We are sponsoring an education summit here on campus at the end of March, bringing together the presidents and provosts from CEU and Snow, our regional campus directors and the deans. This meeting will be to move forward with the decisions and plans on the new funding that came out of the legislative session to build these partnerships. Once an appropriate policy is in place, the President will bring it to the Faculty Senate.

Information Items

1. **Honorary Degrees and Awards Committee Report** – The President spoke for the committee, who recommended there be four honorary degrees presented at the May commencement. The names have been taken to the Trustees and approved: Cecelia Harrison Foxley, Young-Chul Hong, James D. Laub, and The Very Reverend Frederick Quinney Lawson. Reverend Lawson has been named as the Commencement Speaker for Spring 2008. Steve Burr motioned to move the Honorary Degrees and Awards Committee Report to the Consent Agenda of the April 2, 2007 Faculty Senate meeting. Ed Heath seconded the motion; motion carried unanimously.
2. **AFT Committee Report** – Although no one was present from this committee, the report was posted along with agenda and there were no questions. Will Popendorf motioned to place the AFT Committee Report to the Consent Agenda of the April 2, 2007 Faculty Senate meeting. Ed Heath seconded the motion; motion carried unanimously.
3. **BFW Committee Report** – Jenny Norton stated that the main task of the committee this year has been the impact of increasing the role of academic programs on campus, and budget and faculty welfare issues. In terms of these issues, the flow of information has been better than in the past. Health benefits are an on-going issue and involvement in the EBAB has been strong. Adrie Roberts motioned to place the BFW Committee Report to the Consent Agenda of the April 2, 2007 Faculty Senate meeting. Brian Atwater seconded the motion; motion carried unanimously.
4. **PRPC Committee Report** – John explained that the PRPC is meeting concurrently at the same time as this meeting and that is why there was no representation today. Their annual report reviews and brings forward their actions to this point, which was included in this agenda packet. With no questions, Brent Miller motioned to place this forward to the Consent Agenda. Brian Atwater seconded the motion; motion carried unanimously.

5. **EPC Business** – Steven Hanks was not present, as he was traveling home from Hong Kong. With no questions in regard to the report, Steve Burr motioned to place the EPC Report on the Consent Agenda of the April 2, 2007 Faculty Senate meeting. Adrie Roberts seconded the motion; the motion carried unanimously.
6. **NCAA Recertification** – Provost Coward represented Ken White, USU's faculty representative to the NCAA, who asked for time to bring the faculty up to speed on where we are on the 10-year recertification process. The timeline calls for a May 1 submission of a self-study. There is opportunity for student, faculty, and community input and, over this and next month, Ken White, Gary Chambers, and the Provost will be reporting back to groups, one of which is the Faculty Senate. Three areas that the self-study has to be conducted is governance and commitment to rules compliance, academic integrity, and the well-being of student-athletes. The goal of the recertification is that, in those areas that we have identified weaknesses, we have to then identify a plan to address those weaknesses. Pat Lambert motioned to include this as an Information Item on the April 2 Faculty Senate meeting agenda. Steve Burr seconded the motion; motion carried unanimously.

Key Issues and Action Items

With Britt Fagerheim not present and no questions from the executive committee, Gary Merkley motioned to place the following items on the April 2 Faculty Senate meeting agenda.

1. Committee on Equity and Diversity
2. EPC Curriculum Sub-committee Update
3. EPC Membership Update
4. Faculty Senate Past-President

Daren Cornforth seconded the motion; motion carried unanimously.

New Business

1. **Faculty Senate President-Elect** – John Kras announced that we had one candidate for the position President-Elect for 2007-2008. Andi conducted an electronic vote and reported that there was affirmation on electing Mike Parent as president-elect. He will take over his duties in that position on July 1st.
2. **Course Content and Sincerely Held Core Beliefs** – John explained that this issue got overlooked during the transition. It never got to policy change between the main meeting last year and today. John assured the committee that he will go back and find the policy statement and move it forward through the process of code change.
3. **Representation of Extension and RCDE on Faculty Senate** – Adrie Roberts presented the proposed code changes to code 402.10.1 Apportionment of Elected Faculty Positions and code 402.12.1 Executive Committee Duties and Membership, affecting both Regional Campuses and Extension. Adrie will be prepared to answer questions and discuss how the current caucus (Cooperative Extension and RCDE) came up with the proposal. Gary Merkley motioned to place this item under Old Business on the April 2, 2007 Faculty Senate meeting. Brent Miller seconded the motion; motion carried unanimously.
4. **Faculty Appeals Process** – Ed Heath opened discussion by stating that several people have expressed the burden that serving on a grievance hearing panel places on the faculty. They understand that it is a very important process, but they are questioning the length of the process. Provost Coward acknowledged that this can be a very lengthy process, at times up to three days, involving training, the actual hearing, and deliberations. John Kras suggested that the executive committee bring this issue to their caucuses to see what the rest of the faculty thinks and if there is something we can do to shorten the length of the hearing process. Will Popendorf suggested that the AFT committee also look at the issues. John will contact Kim Openshaw and Diane Calloway-Graham and ask them to review this.

Adjournment

The meeting adjourned at 4:30 p.m.

Minutes Submitted by: Andi McCabe, Faculty Senate Executive Secretary, 797-1166

**REPORT TO THE FACULTY SENATE FOR 2006-2007
FROM THE PRESIDENT OF THE SENATE**

The following items were passed by the Faculty Senate during the 2006-2007 Faculty Senate Session as code changes to the Faculty Code:

1. Code number 405.7.2 - The Dean's Tenure and Promotion Committee, by adding "that the committee make-up be advertised and that there will be an ombudsperson present at all meetings."
2. Code number 402.12 - College Numbers, changing the code to reflect 7 Colleges instead of 8.
3. Code number 405.6.2 - Supervisor Tenure and Promotion Committee Members, clarifying language concerning who may serve on P&T Committees with respect to Department Heads and Supervisors.
4. Code number 403.4 - Alternative Course Requirement Policy, adding the language "Alternative Requirement" in several places in the code.

The following resolutions were made during the 2006-2007 Faculty Senate Session:

1. A resolution to the President of the University for the need of a Committee on Gender and Equity to be formed as a standing committee of the Faculty Senate.
2. A resolution supporting the President of the University as he traveled to the memorial services of former President Dr. Hall.

The following items are being reviewed for code change to the Faculty Code:

1. The Committee on Equity and Diversity, EPC Membership, EPC Curriculum Subcommittee Membership, Faculty Senate Past-President, and the Faculty Forum Membership.

The Faculty Senate elected Dr. Mike Parent as the President-Elect for 2007-2008, Senate President for 2008-2009, and Past-President for 2009-2010.

ADVANCE at Utah State University Quarterly Report – March 31, 2007

HIGHLIGHTS

➤ Faculty Programs & Policy

- *Interactive Theatre:* The ADVANCE Interactive Theatre Project continues to progress with great success. In January, the group performed for the Dean, the Department Heads, and the Directors of the College of Education. In late February, the Interactive Theatre Project gave an “Underground” performance of the “Third Year Review” to a variety of faculty and staff from across the university. The purpose of the underground performance was to market the Interactive Theatre Project to as many different people/departments/organizations as possible. The overall goal of the event was to get the Interactive Theatre Group scheduled to perform in as many department and university organizations as possible. Over 400 different faculty, staff, and administrators were invited to attend. ADVANCE created a PDF marketing piece that was shared with everyone on the Women and Gender Research Institute (WGRI) listserve. ADVANCE also ordered 100 formal invitations and they were given to whomever the PIs felt appropriate. The event was held February 28 at the Italian Place in downtown Logan. The event started at 5:30 pm with a social hour and the performance began at 6:15 pm, and it was attended by 40 people from a variety of departments and organizations. At the show, each attendee was provided with a packet of information relevant to the “Third Year Review.” Each packet contained general information about the performance, including the play bill, the play diagram, the evaluation and a note from the director. The packet also contained eight articles relevant to the topic depicted in the performance. In addition, the packet contained a bulleted list of the benefits of the Interactive Theatre Program and an “advocate card.” The advocate card was created to help promote this performance across campus. If an individual wanted to learn how they could help bring the program to their department, they filled it out and gave it back to ADVANCE anonymously. ADVANCE received seven advocate cards from four departments, including two from department heads. Currently, Katie Langston, the Interactive Theatre Project Director, and Trish Kalbas-Schmidt, the ADVANCE Program Leader are following up with the advocate cards they received in an attempt to schedule more performances by the end of the semester. The ADVANCE Interactive Theatre has been invited to attend the NSF ADVANCE Conference in Washington D.C. this June. Arrangements are currently being made for the troop to attend and perform for the attendees.
- *Faculty Equity and Diversity Committee – faculty senate.* The ADVANCE team continued their work stemming from the AAUP report and their goal to create a faculty equity and diversity committee. The concept of the faculty equity and diversity committee is designed to be very proactive, addressing all faculty diversity issues. They will work to make code changes if necessary.
 - On January 8, Co-PIs Ronda Callister and Christine Hult attended the Faculty Senate meeting as a follow-up to the information presented at the December meeting regarding their findings from the AAUP report and their suggestion to create a faculty equity and diversity committee. At the meeting, the resolution to form a committee was passed unanimously.
 - The ADVANCE team worked to gather support from other faculty members. In order for the motion of creating the committee to move forward a senator needed to put the committee on the Faculty Senate Executive Committee (FSEC). A faculty senator

placed the resolution for the faculty equity and diversity committee under the key issues and action items of the FSEC agenda.

- On January 22nd, another faculty senator attended the Faculty Senate Executive Committee (FSEC) meeting to speak about the resolution. During this time, all Principle Investigators were asked to contact their senators to share the current arguments regarding the resolution for the creation of the committee.
- At the Faculty Senate meeting on Monday, February 5, 2007, the motion for the Faculty Equity and Diversity Committee successfully passed as a standalone committee. The motion now moves on to the PRPC (Professional Responsibility and Procedure Committee) of the Faculty Senate. The Equity and Diversity committee will next appear as an informational item on the FS agenda as a code change.
- *Mastering Professional and Personal Balance Seminar:* On February 8, 2007, ADVANCE sponsored a work/life balance seminar featuring Dr. Richard Gordin. Dr. Richard Gordin is a nationally recognized sport physiologist and USU professor. The event was held from 10:30 am to 12:30 pm with a catered lunch. The two-hour seminar gave faculty and staff the chance to learn and explore how they can better manage and balance all the different facets of their lives. Dr. Gordin specifically spoke of the balancing act people face between their career and personal life by addressing the topics of stress and burnout, and what individuals can do to deal with them. In addition, Dr. Gordin also discussed issues such as life management skills, healthy communication, anger management and time management. Approximately 45 faculty and staff attended the event and evaluated the session very positively. Of the 33 who returned evaluations, in regard to the overall quality of the session, 97 percent of the respondents felt the topic was very good to excellent, 94 percent felt the speaker was very good to excellent and 88 percent of the respondents evaluated the relevance of the session as very good to excellent.
- *Childcare:* The Provost approved the proposal for the campus childcare network with only minor revisions. The childcare network will be in place by next fall and will reserve slots for infants of faculty. The initiative for on-campus childcare is proceeding as well, but parents in Utah tend to choose home daycare over daycare centers.
- *Dual Career Policy:* Ann Austin, Vice Provost, and Mardyne Mathews, HR Recruiting and Staffing, have arranged for four dual-career opportunities and are working on several others.
- *Vice Provost for Faculty Development and Diversity Workshops:* Vice Provost Ann Austin has hosted a number of workshops and seminars for faculty. The events hosted by VP Austin Spring semester include: *Preparing for the third year review: Grassroots tips from faculty who've been there*, and a *Teaching Portfolio Workshop*. Outside the three that have been held VP Austin has also traveled to the Uinta Basin Campus (a USU Regional Campus) where she held a workshop on teaching portfolios. There is a real need for these types of seminars/workshops and the faculty have responded very positively. At this time over 150 faculty members have attended the events. VP Austin also has additional workshops scheduled for the remainder of Spring semester.

➤ **Department Climate Transformation**

- *Transformation department #4:* Dr. Ronda Callister continues to work with a department in CNR on their efforts to effect change. In February, transformation departments four and five brought in Richard Gordin to speak to the group on work-life choices. ADVANCE is also contributing to the efforts in this department to bring in an internationally recognized woman from Australia to run workshops on both Inter/Transdisciplinary Collaborative work on environmental issues and on leadership for women faculty and graduate students.
- *Transformation department #5:* The departmental transformation process is continuing for this department. Qualitative researchers Martha Whitaker and Wei Zhai are in the process of re-interviewing the faculty since the department's retreat to ascertain the changes that have or have not been implemented.
- Another retreat will be held in May in transformation department five to focus on the integration of their research and teaching programs and facilitate collaborative projects. ADVANCE has agreed to assist the department financially in their efforts as needed.
- *Transformation department #6:* Substantial time was spent this quarter with transformation department six. ADVANCE, through its recruiting team (SERT), worked with two searches in this department. One search went very smoothly. One search generated a lot of controversy and has turned into a good learning experience for all involved. The committee tried to submit a short list of three white males. With the intervention and negotiation of the department head, a highly qualified woman was included on the short list. Unfortunately, she accepted another position before she came to interview.
- Dr. Callister will continue to work with the SERT team to focus on how to work "outside the box" on recruiting in these fields that have very low percentages of women faculty.
- *Transformation department #7:* The department head of transformation department seven has identified a couple of women post docs that the dept. would like to bring to campus to present colloquia, with the idea that they could become familiar with the campus and potentially be recruited for faculty positions. These visits have not yet been scheduled.

➤ **Recruitment**

- SERT continues to evolve. Over the last three years SERT has greatly changed how it operates. Previously, the entire SERT team met monthly. Now the SERT faculty leaders meet on a weekly basis while the entire SERT team meets twice a month. Currently there are two PIs serving on the team, Robert Schmidt and Ronda Callister, in addition to the Program Leader Trish Kalbas-Schmidt. The Program Leader serves as a valuable liaison between departments and the SERT team. The goal of the SERT team is to have all of the departments' requests for assistance through a single contact point, the Program Leader. This strategy has proven very helpful in getting SERT members scheduled to meet with candidates and search committees.
- In the past three months, SERT has met with search committees and candidates from two STEM colleges (six different departments). There is an expansion of SERT involvement in the search process, with SERT members becoming more involved earlier in the search process.

- The SERT team has gained two additional women members, one from a STEM college and the other from non-STEM college but with experience in the dual-career process.
- SERT has identified the need to develop a communication protocol that can be shared in advance with department heads and search committee heads.
- *SERT and research addressing acceptance of job offers:* Dr. Christy Glass and Dr. Krista Lynn Minnotte, faculty members with the department of Sociology, Social Work, and Anthropology, are continuing their research to find out why candidates did or did not accept positions at Utah State. They have completed the data entry from the human resource records. The questionnaires will be pre-tested shortly. Dr. Glass and Dr. Minnotte have compiled a data set of approximately 3,300 applicants to STEM faculty jobs over a five- to seven-year period. In addition, they now have starting salary data for all applicants who were hired by USU during that period. The researchers will begin surveying all candidates who were offered positions and interviewing department and college personnel in the next one to two months.
- *Recruitment Brochure:* ADVANCE assisted with the funding and design of a faculty recruitment brochure. Currently there is no such brochure to be used for recruitment purposes at Utah State University. To ensure institutionalization, ADVANCE is only partly funding this venture. The brochures for all the colleges were recently completed with the exception of the College of Science due to the hiring of the new Dean. The brochures have been approved by the Office of Public Relations and Marketing and are currently being printed and distributed.
- *Web-based Training for Search Committees:* The ADVANCE team continues to move forward with efforts to create and institutionalize web-based training for search committees. Kelli Cargile Cook, Robert Mills, and Laura Vernon (a doctoral student) submitted their proposal and timeline, and have reviewed the training module for search committee's projects. Cargile Cook, Mills and Vernon are conducting a needs analysis for the project. Laura Vernon has completed the literature review for the search committee training module. The focus of the literature review is on how bias elements fit into best practice scenarios, primarily the hiring process and bias. The primary parts of the review are gender bias and hiring processes, advancement of women, the work of Virginia Valian and Bernice Sandler, and an annotated bibliography. Beyond the literature review the group will conduct interviews and ask the subjects where they see problems in the hiring process. They will also investigate what USU is currently doing. Cook, Mills and Vernon will have the needs analysis completed by the end of May and will start work on the scripts this summer. Once the script is completed, the group will have them reviewed by BrandE Faupell, Director of HR, and Dave Ottley, Director of AAEO.
- *Video on Ombudsperson:* Kelli Cargile Cook, Bob Mills and Laura Vernon have submitted their proposal and have started their work with ADVANCE to create a video regarding the ombudsperson program. The goal of the project is to help make the process more transparent and understandable to faculty, deans and other top administrators. Cook, Mills and Vernon are conducting a needs analysis for the project. Bob Mills is currently working with his students to determine the knowledge and perception of the ombudsperson on USU campus. The students have been contacting faculty and they have been very willing to participate and are sharing both positive and negative feelings about the ombudsperson. After the literature review and needs analysis are completed for the ombudsperson project, Bob will start the work on the DVD/video that will have a two-part organization. The first part will include interviews with administration, faculty and

persons who served as ombudspersons. The second part will include the interactive theatre group and they will portray where and how the ombudsperson works on campuses. Cook, Mills and Vernon will have the needs analysis completed by the end of May and will start work on the scripts this summer. Once the script is completed, the group will have them reviewed by BrandE Faupell, Director of HR, and Dave Ottley, Director of AAEO.

➤ **Retention**

- *Mentoring Guide:* Dr. Kelly Kopp, a member of the SERT team and an assistant professor of Plants, Soils, and Biometeorology, continues to work on the creation of a mentoring guide. Dr. Kopp has interviewed Provost Coward regarding the mentoring guide and already has scheduled a follow up appointment with him. The delivery of the completed project has been scheduled for Spring 2007 as a web-based product.
- *Interactive Modeling:* Dr. Kim Sullivan is continuing to supervise a graduate student, Amanda Bakian, on the mathematical modeling project. This project will involve a novel structured matrix population modeling approach allowing us to project the future demographic composition of a university based on current demographics, recruiting and retentions rates. Kim Sullivan and Amanda Bakian are developing an interactive website that will allow other universities to use this model. Currently, the model framework is being developed and the Utah State University specific demographic variables estimated. The project is expected to be completed by September 2007.

➤ **Data Collection & Analysis (12 NSF Indicators and others)**

- Trish Kalbas-Schmidt, Amanda Bakian (Biology PhD student), and Bernie Lantz, a College of Business faculty member and ACCESS consultant, are continuing their work on the ADVANCE database. In late February, ADVANCE received the data from AAEO/HR regarding the STEM colleges for 2006. At this time, work is being done to clean the data to prepare it for use in the yearly report.

➤ **Current ADVANCE Programs (*seed grants, transitional support, and associate to full*)**

- Bonnie Pitblado, assistant professor in Sociology, Social Work and Anthropology and Carol Dehler, assistant professor in Geology were awarded additional funds for their (seed grant) research. The two came very close to receiving funding from the NSF archaeology program and were invited to resubmit immediately for reconsideration in April. The awarded monies will go towards additional testing and analysis.
- Marv Halling, associate professor of Civil and Environmental Engineering, received an associate to full – career development grant for Spring 2007.
- Jennifer MacAdam, assistant professor in Plants, Soils, and Biometeorology, was given a transitional support grant for Fall 2007.
- On March 19, 2007, the ADVANCE call for seed grant proposals was released with a due date of May 15. The proposals will be reviewed by Dr. Anne Anderson, professor of Biology, and will be awarded early June. The award period will start July 1, 2007 and will conclude June 30, 2008. The grant should result in a proposal submitted to an external funding source no later than December 2008. An informational “brown bag” luncheon is scheduled for April 9 with a panel composed of past grant awardees.

➤ **Central Administration Support**

- Dr. Mary Hubbard, professor and department head from Kansas State University, was hired as the new Dean of Science in late February.
- Vice Provost Ann Austin continues to work on faculty development and diversity issues, while maintaining a strong presence on the ADVANCE team. Dr. Austin is now officially a Co-PI on the grant.

➤ **On Campus Outreach**

- Ronda Callister assembled a support team of three faculty members to meet as needed with a STEM woman faculty member encountering what appears to be significant gender discrimination in her efforts to go forward for promotion. They have met and provided guidance and have continued to interact through phone and email contacts. Vice Provost of Diversity and Faculty Development Ann Austin is meeting with other administrators involved in the situation to try to mitigate any adverse effects in the future.
- The ADVANCE team PIs and Program Leader continue to meet with departments to present the faculty programs that are available through the ADVANCE program.
- Trish Kalbas-Schmidt, ADVANCE Program Leader, is co-teaching a Women in Leadership Class with Dr. Patricia Stevens, the Women's Center Director, and Tiffany Evans, the Director of Student Leadership and Involvement. The course's objective is to engage students in academic and practical experiences that strengthen their sense of self and prepare them to pursue leadership roles.
- The ADVANCE team has continued their collaboration with the Women and Gender Research Institute (WGRI). Trish Kalbas-Schmidt has actively worked with WGRI to plan different events such as their annual spring brown bag event and their annual luncheon. ADVANCE is also co-sponsoring the annual promotion celebration for the women faculty in late April. Christine Hult was the speaker at the Brown Bag Event on March 19th. Dr. Hult's presentation was titled "Prioritize and Organize: How to get more done at work while maintaining your sanity." The event was very well attended and received.

➤ **Off Campus Outreach**

- Ronda Callister has consulted with a member of the Iowa State ADVANCE team and been invited to visit Iowa State in May as an external advisor.
- Kim Sullivan has consulted with both the members of the Montana State University and the Iowa State University ADVANCE teams.

➤ **Publications, Publicity and Research**

- The ADVANCE website is updated on a regular basis. The Program Leader and Coordinator recently met with Chris Okelberry, a Senior Systems Administrator at USU, to discuss the building of the new site on the new operating system. Once the new website is operational, the two will work on creating the new site (but will maintain the original site until the new site has been completed).

- The ADVANCE newsletter is scheduled to be released in April 2007. After the spring release, the newsletter schedule will be changed in order for a newsletter to be released at the beginning of each semester.
- Drs. Ronda Callister, Diana Billmoria, CWRU, Sharon Bird, ISU, and Shelley Correll have begun collecting data on the perspectives of department heads in science and engineering and will later interview a comparison group of women in national academic organizations about their perspectives on women in science and engineering.
- Hult, C. "Workhorses to Independents: How Clusters of Faculty View Career Success and Satisfaction." Association for Women Psychologists, San Francisco, CA March 2007
- As part of the study on women scientists and their careers in ornithology, Kim Sullivan, Brittany Webb and Amanda Bakian interviewed 47 men and women at the North American Ornithological Conference in Veracruz, Mexico in October 2006. Interviewees were currently in the US or Canada and looking for a permanent position in this field in the US or Canada. They were in the last 9 months of a PhD program, in a post-doctoral or temporary position or had been hired into a permanent position in the last 2 years. These results have been presented at the Association for Women in Psychology and for the American Ornithologists' Union executive committee and council. The researchers' plans are to increase the number of interviews this summer at the Cooper Ornithological Society meeting and American Ornithologists' Union meeting. In addition they are planning a similar study of ecologists at the Ecological Society of America meeting to see if these patterns hold among other scientists engaged in field work.

➤ **Student Diversity**

- The SACNAS chapter has continued to meet on a regular basis throughout the Spring Semester.
- The service learning project the SACNAS student chapter participated in late November for the Alternative Gift Market went very well. The health issues table was very well presented and the Eye Care for Guatemala was one of the top projects. Overall the AGM collected over \$14,000 for the various causes represented and the world will be a better place for many because of this effort and everyone's generosity.
- SACNAS held a workshop on writing personal statements and building a portfolio on February 7th, 2007. Drs. Anderson and Norton were featured as the presenters.
- The SACNAS student chapter has done a very good job of notifying its members about fellowships, intern positions, mini grants and scholarships.

Report from the Educational Policies Committee April 10, 2007

The Educational Policies Committee met on April 5, 2007. Minutes of this meeting are posted on the Educational Policies Committee Web Page and are available for review by the members of the Faculty Senate and other interested parties.

The Educational Policies Committee, after careful review, recommends approval of the following by the Faculty Senate:

- 1) Request from the Research Office that students completing undergraduate research fellowships and meeting certain specified requirements, receive a special designation on their transcript. See Appendix A.
- 2) Recommendations for Writing Course Syllabi, prepared by the Academic Standards Sub-Committee. This is intended to be an ADVISORY document for faculty, SUGGESTING policy issues that faculty may wish to address in their course syllabi. See Appendix B.
- 3) Request from the Department of Computer Science (DSC) that CS 3420 and CS 3430 be approved as depth science courses and that CS 1060 be approved as a breadth physical science course.
- 4) Request from the Department of Language, Philosophy and Speech Communication that the Depth Humanities and Fine Arts (DHA) designation be discontinued for PHIL 4410, PHIL 4300, and PHIL 3180.
- 5) Request to offer the Composite Teaching Major in Biological Science as part of the Snow College/Utah State University partnership. The majority of courses for this program will be delivered via EDNET originating from the USU Main Campus and the USU Uintah Basin Regional Campus.
- 6) Proposal from the Department of Economics for harmonizing the delivery and administration of USU's China Degree Programs with the vision, mission and operating structure of academic programs within USU academic departments and colleges. See Appendix C.

For the information of the Faculty Senate, Dr. Scott Allgood has been reelected to serve as Chair of the Academic Standards Sub-Committee for the 2007-2008 school year, and Dr. Ed Reeve has been elected to serve as Chair of the Curriculum Sub-Committee.

Appendix A

Proposal

Undergraduate Research Scholar Transcript Designation

Utah State University--Office of Research

Joyce Kinkead, Student Research & Development

Academic Standards Committee – 8 March 2007

We believe that undergraduate research is the pedagogy for the 21st century. As an increasing body of evidence makes clear, inquiry-based learning, scholarship, and creative accomplishments can and do foster effective, high levels of student.

--from the Joint Statement by NCUR and CUR (www.cur.org)

Several institutions (e.g., University of Utah; IUPUI) have instituted a designation on the transcript when graduating to note students' participation in independent research, scholarship, or creative activity. As Utah State University is nationally known for its emphasis on undergraduate research, such transcript designation is fitting. Students already may receive such special designations for other distinguished work such as Service Learning Scholar. The information collected from students' applications may also be used as assessment data and help us obtain a richer picture of the undergraduate research experience at Utah State.

Eligibility for Transcript Designation:

To qualify for the Undergraduate Research Scholar the student must meet the following requirements:

- Completion of a minimum of two semesters of research, scholarship, or creative activity supervised by a faculty mentor. Quantifying a number of hours per week spent on the project is helpful; students can keep a log of their time. A specific quantity is not required since the work may take place over a minimum of two semesters or go at a different pace over an extended number of semesters.
- Dissemination of research through a recognized venue such as the on-campus Student Showcase, Undergraduate Research Day at the State Capitol, Utah Conference on Undergraduate Research, National Conference on Undergraduate Research, Council on Undergraduate Research's Posters on the Hills, or a professional conference in the field of study. Alternate venues for creative activity may include art exhibitions or performances.
- The endorsement of the faculty mentor(s).

Additional activities that may be considered in the plan for achieving the transcript designation include the following:

1. A substantial written product from the research, scholarship, or creative activity. This could be a senior thesis, journal article, Honors thesis.
2. Enrollment in and completion of research credits. (For departments that do not have a research course, the university course—USU 4900 Undergraduate Research—may be used.)

3. Completion of a course in Research Ethics, USU 6900 (offered annually in spring semester).
4. Certification for research activities such as Institutional Review Board (IRB) training in human subjects research or training in animal research.
5. Development of a research portfolio (electronic or non-electronic).

Application for the transcript designation is due two semesters before graduation and should be submitted to the Office of the Vice President for Research, Attn: Student Research. (Electronic submission is encouraged; please send to Dr. Kinhead at Joyce.kinhead@usu.edu.) The application form appears on the following page.

Confirmation of the completion of the plan should be submitted by the Student Researcher and Faculty Mentor by X date before graduation in order for the Transcript to be so marked.

Appendix B

USU Academic Standards Committee Recommendations for Writing a Course Syllabus

USU Code contains the following statement regarding syllabi “Faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline, and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach.”

USU Faculty Code 403.3.1

Webster: Syllabus *n., pl.* –buses or –bi A summary or outline containing the main points, esp. of a course of study.

It should be noted at the outset that there are no established policies relating to syllabi in the USU code. The following items should be considered for inclusion in every syllabus. Additionally there are recommendations for what could be included as additional information for students.

- Course Description as it appears in the current USU on-line catalog (Dept-Number, GE designation (if applicable), title, description, prerequisite (if applicable), semesters taught. Required labs and recitations, etc. which are to be taken concurrently (if applicable).
- Meeting days of week, time, beginning and ending dates, building and room number of lectures as they appear on the USU website for the semester. For Continuing Ed classes include specifics of delivery methods & locations.
- Instructor(s) name contact information, office, phone, email, and location where office hours will be held. From the university code- Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students. (USU Faculty Code 403.3.1) It is also helpful to provide information about teaching assistants and extra help which may be available through them.
- Course goals and/or objective: May use department course assessment documents.
- Resource Materials Description: Text(s), notes, library reserve, websites, etc.
- Planned Teaching Schedule for lectures, labs, etc. including examination dates and assignment due dates.
- Grading/Evaluation Policy for the course.
- Final Examination: Time and place.
- Teaching Philosophy: Course format, pedagogy, etc.

- Course fees: “All course fees assessed to students must be identified in advance and listed in the schedule of classes” www.usu.edu/policies/pdf/Course-Fees.pdf

IF APPLICABLE

- General Education Component description
- Honors opportunities
- Field trips
- Study abroad opportunities
- Course website
- Service Learning opportunities

Appendix C

Harmonizing the Delivery and Administration of USU's China Degree Programs with the Vision, Mission and Operational Structure of Academic Programs within USU Academic Departments and USU Academic Colleges

Description of Existing Program

Utah State University currently offers two degree options at two sites in China and one site in Hong Kong. The two degree options include an Associate of Science Degree (2 year program) and a Bachelor Science Degree in Interdisciplinary Studies. The programmatic structure of courses within both degree programs reflect growing market demand for programs that emphasize information technology and business. Throughout the program of study, students are exposed to specialized training in various fields of business to provide a greater understanding of the free enterprise system in a global context. In addition, students are exposed to courses designed to develop skills in computer and business systems, electronic commerce, and principles of accounting and economics. The structure of the interdisciplinary degree program has also introduced students to English immersion experiences to develop communication skills in English as a global economic language, and students are exposed to American history and culture.

Northeast Dianli University (previously Northeast China Institute of Electric Power Engineering) in Jilin City, Changchun Province, is located in the heavy manufacturing region of Northeast China. Negotiations to establish a USU degree program, to be delivered on site at Northeast Dianli University (NEDU), started in early spring of 2000 and by fall of 2000, the first cycle 25 students was enrolled. The Hong Kong site was also started in fall of 2000, but program delivery was brokered through a third-party education broker, Institute for Advance Learning. In both cases, programs received appropriate government approval for an instructional delivery system based upon the model of a full-time on-site local instructor and an off-site resident lead professor located at USU (or one of its partner institutions within the state of Utah). While distance delivery technologies were frequently employed to provide structure to the communication between lead professors and on-site instructors, this was primarily a function of Continuing Education's model of leveraging existing investment in distance delivery courses. All on-site instruction was based on an English delivery platform to encourage immersion in an English language experience.

Because of the success of the NEDU program, and the unique and very successful instructional model, USU generated a significant amount of goodwill with the Chinese Ministry of Education. Many U.S. institutions of higher education had entered the Chinese market in the late 1990s and early 2000s and either lacked the commitment to program sustainability, or had been deficient in fulfilling their contractual obligations. Because of USU's commitment to cultivate a strong partnership with NEDU, it was one of a very small number of US institutions that received a strong accreditation review from the Central Ministry of Education and opened the door to opportunities with other partners. In the Spring of 2001, USU began to open a dialog with administrators at Beijing Institute of Technology (BIT) to establish a degree program franchise

using the model developed for NEDU. In the fall of 2003 the first cohort of students began a USU degree program on-site at one of the BIT campuses.

Over the past six years, USU has cultivated a reputation within the Chinese Ministry of Education and the Governing Authority for Higher Education in Hong Kong for delivery of quality academic programs. The highly favorable evaluation of USU degree-granting programs conducted by various governing authorities is well-known among higher education institutions in China. This recognition reflects upon the commitment of our partner institutions to ensure the quality of program delivery and a core commitment to leverage their strategic investment in both soft and hard infrastructure to ensure program sustainability. From this base of strength, USU is poised to become a key U.S. partner for an expanded set of academic programs across China.

The Instructional Model

The program of study will continue to be primarily delivered using a face-to-face lead professor/local instructor model. USU faculty will be assigned as lead professors and will be responsible for course content and instructional pedagogy. Class format and content will be primarily organized and disseminated to students and local instructors using distance delivery technologies (e.g., online instructional technologies, WebCT, etc.). Local instructors affiliated with the Chinese partner universities will be responsible for facilitating student learning through on-site face-to-face delivery of course content. This delivery model enhances the breadth of academic engagement between lead professors and local instructors and meets the Chinese Ministry of Education requirement that the primary model of instruction be through face-to-face contact between students and instructors. The language of instruction for all courses is English.

The Proposal

For USU to fully benefit from its entrepreneurial venture in China and Hong Kong it is necessary to fully integrate the current academic degree programs into the core academic structure of the institution. These programs can no longer be sustained and expanded as an appendage to the core mission of academic colleges and departments. To fully capture the returns to entrepreneurial investment and leverage our position with the Chinese Ministry of Education, we propose an institutional commitment to forge stronger programmatic linkages between partner institutions in China and the academic colleges and departments on the Logan campus. Moving responsibility for program administration and delivery to academic colleges and departments, with facilitation from the Provost Office staff (including the Office of the Vice Provost for Regional Campuses and Distance Education), will encourage a more entrepreneurial dynamic in the development of programmatic linkages with our strategic set of Chinese partner institutions. An administrative structure that is centered in academic colleges and departments will also encourage transparency and accountability for managing the quality of academic content and provide for a more diverse set of linkages that span the broad academic mission of learning and scholarship.

In addition to moving primary administrative responsibility to academic departments and academic colleges, we propose two additional changes to the current program. First, we proposed

to expand the set of partner delivery sites in China to include Hangzhou Dianzi University (Hangzhou, China) and Wuhan University of Technology (Wuhan, China). Second, we propose to change the bachelors degree program from an interdisciplinary studies degree to a B.S. degree in Economics with an emphasis in Managerial Economics.

Governing Principles

The core elements of this proposal are founded on the following governing principles:

1. The proposed administrative structure and academic programming must be in harmony with the broad academic mission of the University and ensure a quality learning atmosphere for USU students.
2. The proposed administrative structure and academic programming must have broad based support from faculty and staff within each of the partner departments and central administration.
3. The proposed administrative structure and academic programming must have the potential to provide full return to USU's investment. This return must include the opportunity cost of our scarce institutional resources plus a margin that reflects the return to at-risk capital. The financial model must also reflect a commitment to fiscal accountability and programmatic sustainability.
4. The proposed administrative structure and academic programming must seamlessly integrate with the broad academic objectives and mission for the participating departments.
5. The proposed administrative structure and academic programming must provide benefits that allow the affiliated colleges and the University to leverage institutional strength in international engagement and enhance our competitive posture in an increasingly global market for learning and scholarship.
6. The proposed administrative structure and academic programming must be grounded in fully articulated relationships with international academic institutions that are committed to building a branded education product that reflects a core commitment to quality.
7. Functional capacity to deliver programs must be balanced with the capacity to execute programs of quality that will strengthen USU's branding image in international markets.
8. The proposed administrative structure and academic programming must be aligned with standards of excellence reflected in university, college and programmatic accreditation. The opportunity must also ensure a relationship of trust and transparency with University governing boards and authorities.

Core Elements of the Proposal

The proposal is structured around four core elements: Meaningful engagement with Chinese institutions of higher learning, quality branding through innovation in program design and delivery, transparency in the budget allocation and pricing models, and equity compacts with participating USU departments. Each core element is briefly presented below:

1. We are committed to engaging in fully franchised dialog with Chinese academic institutions as a critical element in the development of the transitional model. This dialog will culminate

in formal expressions of commitment from partner institutions that communicate their support for proposed changes to programmatic structure and a commitment to explore broader academic exchange as part of the institutional partnership. Memoranda of understanding will be negotiated to include protection of intellectual property associated with programmatic structure and curricula design.

2. We are committed to a clearly articulated programmatic structure that ensures quality branding of USU academic products in China. Feedback from partner institutions suggests at least three elements of partner engagement that are necessary to ensure commitment to quality branding of the USU product. These include:
 - A commitment to programmatic structure that includes having more USU faculty participate in short-term on-site teaching assignments.
 - A commitment to offering a degree program that available as part of regular academic programming on our Logan campus. Our partner institutions want to ensure that our commitment to quality in academic programming is reflected in the quality commitment that exists on our own home campus. It is in this vein that we propose to offer the B.S. degree in Economics – Managerial Emphasis.
 - Responsibility for course design and lead instructor facilitation for all courses in the program of study must reside with faculty members who have direct affiliation with USU. This does not preclude the use of adjunct faculty—but it does preclude the use of faculty whose primary academic affiliation is at an institution other than USU (i.e., SUU and Weber State)
3. We are committed to a budget process that will ensure programmatic sustainability of existing programs in the transitional phase of the project and effectively capitalize any new ventures that are proposed as part of programmatic expansion. The financial model must provide for a positive cash flow and be financially self-sustaining.
4. We are committed to creating formal articulated equity compacts with USU departments who will be committing resources to the delivery of programmatic content in support of general education requirements, facilitating development of student competency in English communication skills, and programmatic content that supports elective courses within the major.

Proposed Program of Study

The proposed program of study is consistent with a particular path to degree completion of a B.S. degree in Economics with a Managerial Economics Emphasis. This is summarized in the table below. Because the delivery model will be based on a cohort program, there may be a need to make minor adjustments to specific courses within the program of study as cohort needs and interests change. However, in all cases, the degree program will be fully harmonized with the degree requirements for on-campus students.

Proposed Program of Study: Economics Major (Managerial Emphasis)

<u>University Studies</u>		Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
OSS 1400	Microcomputer Applications	3	x						
ENGL 1010	Introduction to Writing: Academic Prose	3	x						
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Mode	3		x					
USU 1320	Civilization: Humanities	3	x						
USU 1330	Creative Arts	3		x					
HIST 1510	Modern World	3		x					
ENGL 2210	Introduction to Folklore	3		x					
MUSIC 1010	Introduction to Music (BCA)	3		x					
BIOL 1010	Biology and Citizen	3		x					
CHEM 1010	Introduction to Chemistry (BPS)	3	x						
MATH 1050	College Algebra (QL)	4		x					
MATH 1100	Calculus Techniques (QL)	3		x					
STAT 2300	Business Statistics (QL)	4			x				
ECON 1500	Intro to Econ Institutions, History, and Principles (BAI)	3	x						
ECON 2010	Introduction to Microeconomics (BSS)	3		x					
PHIL 3520	Business Ethics (DHA)	3			x				
BIS 2100	Principles of MIS	3		x					
BIS 2200	Business Communication (CI)	3			x				
ACCT 2010	Survey of Accounting I	3			x				
PSY 1010	General Psychology (BSS)	3			x				
	Total	62							
<u>Major/Minor</u>									
ACCT 2020	Survey of Accounting II	3				x			
ECON 3400	International Economics for Business (DSS)	3				x			
ECON 4010	Managerial Economics (DSS)	3					x		
ECON 4020	Macroeconomics for Managers	3					x		
ECON 5150	Comparative Economic Systems (DSS)	3						x	
ECON 5300	Industrial Organization - Game Theory	3						x	
ECON 5310	Mathematical Methods for Economics (QI)	3				x			
ECON 5330	Applied Econometrics (QI)	3					x		
ECON 5400	International and Development Economics	3							x
ECON 5600	Financial Economics	3							x
ECON 5950	Senior Project (CI)	3							x
BUS 3400	Finance Fundamentals (QI)	3							x
BUS 3500	Marketing Principles	3				x			
BUS 3700	Operations Management Fundamentals	3						x	
BUS 4010	Selected Topics in Finance	3							x
BUS 3110	Management Fundamentals	3				x			
POLS 3100	Global Issues	3						x	
POLS 3170	Law and Economics	3					x		
MHR 2050	Legal and Ethical Environment of Business	3					x		
CS 3010	Information Acquisition, Analysis and Presentation (DSC/CI/QI)	3						x	
	Total	60							
	Grand Total	122							

Appendix of Signed Compacts From Each Participating Department

Each of the participating departments have signed compacts that reflect a commitment to support development of the proposed academic content for the B.S. degree in Economics to be delivered in China and Hong Kong. The signed MOU's should not be interpreted as final negotiated documents, but rather a demonstration of interest in building relationships of trust among academic departments to support the broad objectives reflected in this proposal. Many details remain to be finalized, including issues related to central administration support for funding and staffing models that can be rationalized within the real constraints that face academic departments and colleges as they strive to support the delivery of off campus academic programs.

402.7 SENATE PRESIDENT, PRESIDENT-ELECT, AND PAST PRESIDENT

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7.1 Duties of the Senate President

The Senate President shall preside over and conduct meetings of the Senate and its Executive Committee and the Faculty Forum and its Executive Committee. The Senate President shall see that Senate actions are accurately recorded and that all actions approved are implemented or forwarded as appropriate.

7.2 Duties of the Senate President-Elect

The Senate President-Elect shall perform the functions and duties of the Senate President when the latter is unable to exercise them or when the Senate President-Elect is designated by the Senate President to perform in the Senate President's stead.

7.3 Duties of the Immediate Past Senate President

The immediate past Senate President shall serve as a voting member of the Faculty Senate Executive Committee and Faculty Senate for a period of one year immediately following his/her term as Senate President. The immediate past Senate President shall also serve as a member of the Senate Handbook committee (see policy 402.12.9).

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7.4 Eligibility and Term

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The Senate President-Elect/President shall be elected annually from and by elected Senate members, as provided in policy 402.10.3, to serve for a three-year, non-renewable term. During the first year he/she shall serve as the Senate President-Elect, during the second year shall be the Senate President, and during the third year shall serve as Past President.

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Any elected senator who is completing or has completed one year of a faculty Senate term is eligible to serve as President-Elect/President, subject to the following exceptions: Senators who are completing their terms are not eligible, unless they have been re-elected to the Senate for an additional term. The election of the Senate President-Elect/President is understood to be an extension of that individual's term in the Senate for the number of years necessary to fulfill a term as Senate President. If an extended term is necessary for the new Senate President, then the individual so chosen will become a supernumerary member of the Senate and the regular schedule of elections to the Senate from that individual's college will be unaffected.

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402.9. FACULTY FORUM

9.1 Membership of the Faculty Forum; Description

Faculty Forum consists of all elected Senate members, and the three chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, and the Professional Responsibilities and Procedures Committee. The Faculty Forum meetings are a means of open discussion for elected Senate members and the committee chairs without participation by or from the President of the University, the Provost, the presidential appointees, deans and department heads, or the student members of the Senate, unless specifically requested by the Executive Committee of the Faculty Forum. During meetings of the Faculty Forum, participants may discuss subjects of current interest, question and debate any policies and procedures, and formulate recommendations for consideration by the Faculty Senate. The Faculty Forum does not exercise the legislative authority of the Faculty Senate.

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9.2 Meetings; Agenda; Notice

The Faculty Forum shall convene at and in lieu of the regularly scheduled November meeting of the Senate. This annual scheduled meeting of the Faculty Forum will be open to all faculty members to attend and speak, with the exception of those excluded by policy 402.9.1.

Additional special meetings may be held by the call of the Faculty Forum President, or upon the written request of a majority of the Faculty Forum Executive Committee, upon the written petition of 10 members of the Faculty Forum, or upon the written petition of 25 resident faculty members. Special meetings of the Faculty Forum will be scheduled, whenever possible, within two weeks after receipt of the petition(s) by the Faculty Forum President. Business at special meetings of the Faculty Forum will be conducted by faculty forum members. The Faculty Forum Executive Committee will set the agenda for the November meeting and other Faculty Forum meetings. The agenda will include all items raised by the petitions, together with items deemed pertinent by the Executive Committee. The minutes and agenda for all Faculty Forum meetings shall be distributed in accordance with policy 402.4.2(3). Notice of the November Faculty Forum meeting will be given in the October Senate meeting and in appropriate campus news media.

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402.12.6 Educational Policies Committee

(2) Membership.

The Educational Policies Committee consists of the Provost, one faculty representative from each college, one faculty representative from [Regional Campuses and Distance Education](#), one faculty representative from the Libraries, [one faculty representative from the Graduate Council, the chairs of the EPC Curriculum Subcommittee, General Education Subcommittee, Academic Standards Subcommittee, and Distance and Electronic Education Subcommittee](#), two student officers from the [elected ASUSU student government](#), and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2.

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402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee.

This subcommittee shall consist of ~~eight~~ a representative from each college, appointed by the dean, one faculty representative from the libraries; two students, one from ASUSU executive council and one from the GSS; a faculty representative from the Graduate Council; the Chair of the General Education Subcommittee; and a faculty representative (vice provost or designee) from Regional Campuses and Distance Education. ~~three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from the Libraries, and two students, one from the ASUSU and one from the GSS.~~ It is the responsibility of the voting members to represent their unit to the subcommittee and to represent the subcommittee to their unit. This includes informing their unit of deadlines, procedures, and upcoming actions. ~~The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee.~~ The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually.

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The Curriculum Subcommittee shall include at least three members from the elected membership of the Education Policies Committee (EPC). If the Curriculum Subcommittee (as constituted above) has fewer than three members from EPC, the EPC may appoint additional members on an annual basis to the Curriculum Subcommittee from its elected membership to correct this deficiency.

402.10 SENATE ELECTIONS

10.1 Apportionment of Elected Faculty Positions

Annually, the Senate Committee on Committees shall apportion the number of elective Senate positions to the colleges, Cooperative Extension, Regional Campuses and Distance Education, and the Libraries. Apportionment shall be in proportion to the number of tenured and tenure-eligible faculty in each college, in Cooperative Extension, Regional Campuses and Distance Education and in the Libraries. The minimum representation from each of these academic units shall be one.

402.12 SENATE STANDING COMMITTEES

12.1 Executive Committee

(2) Membership.

The Senate Executive Committee shall consist of the following 15 members:

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- (a) the Senate President;
- (b) the President-Elect of the Senate;
- (c) ten elected faculty senators, representing each of the seven colleges, Cooperative Extension, Regional Campuses and Distance Education, and Libraries;
- (d) the President of the University and Provost, who shall serve as ex-officio members;
- (e) one senator elected by the Senate from the presidential appointees of the Senate.

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All members have a vote.

(3) Eligibility; election; term.

Any elected senator who is completing or has completed one year of a Senate term is eligible to serve on the Executive Committee, subject to the following exceptions: (1) Senators with only one year remaining in their terms; and (2) Senators who are completing their terms, unless they have been re-elected to the Senate for an additional, successive term.

The election of Executive Committee members shall be conducted each spring following the election of new members to the Senate. Elections shall be by separate caucus of faculty senators within each college, the Library, Cooperative Extension, and Regional Campuses and Distance Education. Caucuses shall be held within one week following the April meeting of the Senate.

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A faculty senator elected to the Executive Committee shall serve for a two-year term, renewable once.

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the three chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, and the Professional Responsibilities and Procedures Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Vice President for Academic Affairs or a designee, and the Graduate Student Senate (GSS) President or a designee. [See also policy 402.7.3](#)

Comment [BAF1]: When a senator is elected president of the senate and needs to extend his/her term, he or she becomes a supernumerary member of the senate and his or her college can elect another representative. Code 402.7.3 discusses this scenario.

402.12 SENATE STANDING COMMITTEES

12.1 Executive Committee

(2) Membership.

The Senate Executive Committee shall consist of the following 14 members:

(a) the Senate President;

(b) the Senate ~~President-Elect~~;

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